DOCUMENT RESUME

ED 120 217 TM 005 176

AUTHOR Donovan, David L.; And Others
TITLE Individual Student and Classroom Reports: Explanatory Materials, 1973-74. Michigan Educational Assessment Program Second Report.
INSTITUTION Michigan State Dept. of Education, Lansing. Research, Evaluation, and Assessment Services.
PUB DATE [73]
NOTE 31p.; For related documents, see ED 059 257, ED 073 139, ED 104 897-900 and 966-967, TM 005 175-180 and 184-186; Charts may be of marginal legibility due to poor reproducibility of orginal

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage
DESCRIPTORS Achievement Tests; Behavioral Objectives; Criterion Referenced Tests; *Educational Assessment; Elementary Education; Grade 4; Grade 7; *Guides; Mathematics; Reading; *State Programs; *Teachers; *Test Interpretation; Test Results; Verbal Tests
IDENTIFIERS *Michigan Educational Assessment Program

ABSTRACT

For the first time, the Michigan Educational Assessment Program emphasizes providing classroom teachers with extensive information about the performance of students on selected performance objectives that are tested in the program. This guide was prepared to help educators interpret the information provided for individual students and for classroom groups. This booklet contains four sections. The first section describes the tests used in the 1973-74 educational assessment program. The second section describes and illustrates the various report forms that are used to present individual student and classroom data. The third section contains aids in interpreting the information contained in the reports. The final section contains cautions that should be exercised in the interpretation of individual student and classroom reports. The selected performance objectives measured by the objective-referenced mathematics and reading tests are given in Appendix A of this report. (Author)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

Individual Student and Classroom Reports: Explanatory Materials 1973-74

Michigan Educational Assessment Program

Second Report

ED120217

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

TM005 176

Michigan Department of Education

State Board of Education

	Term Expires
Dr. Gorton Riethmiller, *President*	
Chelsea	Jan. 1, 1975
James F. O'Neil, *Vice President*	
Livonia	Jan. 1, 1975
Dr. Michael J. Deeb, *Secretary*	
Mt. Clemens	Jan. 1, 1977
Barbara A. Dumouchelle, *Treasurer*	
Grosse Ile	Jan. 1, 1979
Marilyn Jean Kelly	
Detroit	Jan. 1, 1977
Annetta Miller	
Huntington Woods	Jan. 1, 1979
William A. Sederburg	
East Lansing	Jan. 1, 1981
Edmund F. Vandette	
Houghton	Jan. 1, 1981
Dr. John W. Porter, *Superintendent of Public Instruction,* Chairman, Ex-Officio	
William G. Milliken, *Governor* Member, Ex-Officio	

FOREWORD

The Michigan Educational Assessment Program (MEAP) was initiated by the State Board of Education, supported by the Governor, and funded by the Legislature initially through enactment of Act 307 of the Public Acts of 1969, and subsequently under Act 38 of the Public Acts of 1970. This report, the second in the 1973-74 series, provides information which will assist school district staff in the interpretation of the individual student and classroom educational assessment reports. In coming months, staff of the Michigan Department of Education will conduct a series of workshops designed to further assist local educators in interpreting and utilizing the educational assessment results. It is hoped that the information provided in the educational assessment reports will be useful to educators and citizens in improving the education of all Michigan children and youth.

Thanks are due to a large number of individuals and groups for making the Michigan Educational Assessment Program a reality and for continuing to work with it in its fifth year, 1973-74: to the State Board of Education for initially proposing it and continuing to support it, to the Governor and Legislature for actively supporting it, and to Michigan educators for assisting in developing it. Educators and other citizens were involved in the development and reviews of the performance objectives which form the basis of the objective-referenced reading and mathematics tests used in the 1973-74 educational assessment program. The tests themselves were developed by Michigan educators and validated during the 1972-73 school year in several Michigan school districts. The program was designed and administered by the Research, Evaluation, and Assessment Services, Michigan Department of Education, with the assistance of Measurement Research Center, Iowa City, Iowa, and the advice of the REAS Council.

This report was prepared by the educational assessment staff, including Dr. David Donovan, Dr. Thomas Fisher, Mr. Robert Huyser, Mrs. June Olsen, Dr. Edward D. Roeber, and Dr. Daniel E. Schooley. Questions or requests for additional information relative to this report should be directed to the educational assessment staff.

TABLE OF CONTENTS

SECTION		PAGE
	INTRODUCTION	1.
I.	DESCRIPTION OF THE EDUCATIONAL ASSESSMENT MEASURES	2.
	Mathematics	2.
	Reading	3.
	Word Relationships	3.
II.	DESCRIPTION OF THE INDIVIDUAL STUDENT AND CLASSROOM REPORTS	4.
	Individual Student Report	4.
	Classroom Listing Report	7.
	Classroom, School, and District Summary Form	9.
III.	INTERPRETATION OF THE INDIVIDUAL STUDENT AND CLASSROOM REPORTS	12.
IV.	PRECAUTIONS IN INTERPRETING STUDENT AND CLASSROOM RESULTS	14.
	The Performance Objectives Are Minimal Objectives	14.
	Objectives Tested Are a Sample of the Complete Set of Objectives	14.
	Criterion Levels Are Preset	14.
	Review Objectives and Test Items Carefully	15.
	Who Is Responsible for Educational Needs Discovered?	15.
	APPENDIX A — MATHEMATICS AND READING OBJECTIVES MEASURED IN THE 1973-74 MICHIGAN EDUCATIONAL ASSESSMENT PROGRAM GRADES 4 AND 7	

INTRODUCTION

For the first time, the Michigan Educational Assessment Program emphasizes providing classroom teachers with extensive information about the performance of students on selected performance objectives that are tested in the program. This guide was prepared to help educators interpret the information provided for individual students and for classroom groups.

This booklet contains four sections. The first section describes the tests used in the 1973-74 educational assessment program. The second section describes and illustrates the various report forms that are used to present individual student and classroom data. The third section contains aids in interpreting the information contained in the reports. The final section contains cautions that should be exercised in the interpretation of individual student and classroom reports. The selected performance objectives measured by the objective-referenced mathematics and reading tests are given in Appendix A of this report.

SECTION ONE

DESCRIPTION OF THE EDUCATIONAL ASSESSMENT MEASURES

The 1973-74 Michigan Educational Assessment Program (MEAP) utilizes three different achievement measures -- **mathematics, reading,** and **Word Relationships.** The mathematics and reading tests are objective-referenced instruments that were written to measure certain minimal performance objectives. The list of minimal performance objectives measured by each test is given in Appendix A. The performance objectives used in the 1973-74 educational assessment program were selected from the entire set developed by subject-matter specialists and commissions composed of teachers, administrators, curriculum specialists, and lay citizens in cooperation with the Department of Education. The total set represents the minimal expectancies applicable to all fourth and seventh grade students in the state by the end of third and sixth grades respectively. The minimal objectives represent the set of objectives considered necessary for continued success in school by all students and are not intended to cover the entire range of skills which some students might achieve in these areas by the end of third or sixth grade.

The Word Relationships test provides a norm-referenced measure of developed verbal aptitude. Because it is the same test used previously in the Michigan Educational Assessment Program, it can be used as a link to previous MEAP data, particularly at the school and school district levels.

The mathematics and reading tests contain five test items to measure each performance objective. The test items for the mathematics and reading tests were written by classroom teachers from four Michigan school districts. These items were reviewed and edited by a technical support contractor -- California Test Bureau/McGraw-Hill -- and tried out in five Michigan school districts. The data gathered in the tryouts and reviews by subject-matter specialists were utilized in preparing final test copy.

Mathematics

Only some of the minimal mathematics performance objectives were selected for use in the 1973-74 educational assessment program because of testing time limitations. The objectives chosen represent

some of the more important objectives for the end of third and sixth grades, but it should be noted that other important minimal performance objectives for these grades are not included in the 1973-74 assessment program. The fourth grade mathematics test provides measures of thirty-five minimal performance objectives. The seventh grade mathematics test contains measures of forty-five performance objectives. Each test includes problems presented orally by the test administrator. Both tests were untimed, allowing the students to work at their own pace. Student and classroom scores are reported separately for each objective.

Reading

Both the fourth and seventh grade reading tests include measures of twenty-three performance objectives. The reading performance objectives emphasize what most reading specialists would consider to be comprehension. The fourth grade test contains test items read by the test administrator. As with the mathematics tests, the reading tests were untimed and student performance is reported separately on each objective.

Word Relationships

The fourth and seventh grade Word Relationships tests are identical to the measures used in the 1972-73 educational assessment program. These measures were constructed according to specifications developed jointly by Educational Testing Service and the Michigan Department of Education.

The fourth grade Word Relationships test contains 45 verbal analogy problems which are designed to measure students' knowledge of the meaning of words and the relationships between words and concepts. Twenty minutes was allowed to work on the test. The seventh grade test contains 38 questions of the same type. The time allowed to work on this test was fifteen minutes.

SECTION TWO

DESCRIPTION OF THE INDIVIDUAL STUDENT AND CLASSROOM REPORTS

Local educators will receive one report that describes individual student performance and two reports that summarize student performance at the classroom level. These reports are: (1) the Individual Student Report, (2) the Classroom Listing, and (3) the Classroom Summary. Because the mathematics and reading tests have been changed considerably, the report of individual student performance is much more extensive than in past years. In addition, the Michigan Educational Assessment Program will provide detailed classroom summaries for the first time.

Each of these reports is illustrated and described in this section. The format of the grade 4 and grade 7 reports is identical; therefore, only the fourth grade reports are shown. The major sections of each report are labeled with letters for purposes of this description in order to clarify the references to them in the text.

Individual Student Report

The Individual Student Report, shown in FIGURE 1, presents a student's performance on each test item for all of the mathematics and reading performance objectives. The illustration shown is a reduced facsimile of the actual report. The student's status on each performance objective is given, as well as his performance on the Word Relationships test. One report sheet is provided for each student who participated in the program.

A → PUPIL NAME: ROBERTS JOHN SCHOOL: CENTRAL ELEM

TEACHER: ANDERSON DISTRICT: ANYTOWN

MICHIGAN EDUCATIONAL ASSESSMENT PROGRAM
1973-74 (YEAR 5)

GRADE 4

B → MATHEMATICS

C → OBJECTIVE DESCRIPTION

D → OBJECTIVE ATTAINED?

E → ITEM NUMBERS AND RESPONSES BY OBJECTIVE

F → NUMBER CORRECT

OBJECTIVE NO.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35
OBJECTIVE ATTAINED?	Y	Y	Y	Y	N	N	Y	N	Y	N	N	N	N	Y	N	Y	N	Y	Y	Y	Y	N	N	Y	N	Y	N	Y	N	Y	N	N	N	N	N
ITEM NUMBERS AND RESPONSES BY OBJECTIVE	96	91	116	106	101	126	101	161	36	71	96	121	46	41	171	81	61	46	31	76	136	21	1	146	6	141	26	31	181	156	111	176	166	86	16
	+	+	A	+	C	F	+	+	+	D	+	C	D	+	+	+	G	+	+	+	F	G	F	+	+	+	D	+	B	B	+	+	H	G	D
	97	92	117	107	102	127	102	162	37	72	97	122	47	42	172	82	62	47	32	77	137	22	2	147	7	142	27	32	182	157	112	177	167	87	17
	+	+	+	+	J	A	+	H	+	F	G	H	J	+	G	+	A	+	+	+	+	D	B	+	G	+	F	F	H	G	+	H	B	D	J
	98	93	118	108	103	128	103	163	38	73	98	123	48	43	173	83	63	48	33	78	138	23	3	148	8	143	28	33	183	158	113	178	168	88	18
	+	C	+	+	A	×	+	C	+	C	+	A	B	+	C	+	F	B	+	+	+	A	H	+	B	+	C	+	B	A	+	F	G	+	A
	99	94	119	109	104	129	104	164	39	74	99	124	49	44	174	84	64	49	34	79	139	24	4	149	9	144	29	34	184	159	114	179	169	89	19
	+	+	+	+	H	×	+	J	+	H	H	G	F	+	+	+	+	+	+	+	G	+	J	B	+	H	+	J	+	G	F	+	A	D	B	G
	100	95	120	110	105	130	105	165	40	75	40	125	50	45	175	85	65	50	35	80	140	25	5	150	10	145	30	35	185	160	115	180	170	90	20
	+	+	+	+	D	×	+	D	+	B	C	×	D	+	+	+	J	+	+	+	+	A	J	+	C	+	+	+	C	C	+	+	F	J	C
NUMBER CORRECT	5	4	4	5	0	0	5	1	5	0	2	0	0	5	3	5	1	4	5	4	4	0	0	5	1	5	1	4	0	0	5	2	0	1	0

I → READING

OBJECTIVE DESCRIPTION

OBJECTIVE ATTAINED?

ITEM NUMBERS AND RESPONSES BY OBJECTIVE

NUMBER CORRECT

OBJECTIVE NO.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
OBJECTIVE ATTAINED?	N	Y	N	Y	N	Y	Y	Y	Y	N	N	Y	N	Y	N	Y	N	Y	N	Y	N	N	N
ITEM NUMBERS AND RESPONSES BY OBJECTIVE	237	239	188	264	189	11	186	231	190	212	187	215	210	213	185	220	209	190	188	201	189	193	210
	D	+	+	+	G	+	+	+	F	G	F	+	+	+	D	+	B	B	+	+	H	G	D
	227	240	202	265	199	12	196	232	200	228	211	238	221	230	197	224	219	216	198	202	207	194	220
	J	+	G	+	A	+	+	+	+	D	B	+	C	+	F	F	H	G	+	h	B	D	J
	249	241	208	266	169	13	197	233	250	250	200	260	197	248	200	251	179	225	206	203	199	179	233
	B	+	C	+	F	B	+	+	+	A	H	+	B	+	C	+	B	A	+	F	G	+	A
	261	242	275	267	185	14	198	234	208	276	200	278	256	256	200	258	219	279	200	204	199	255	220
	F	+	+	+	+	+	+	G	+	J	B	+	M	+	J	+	G	F	+	A	D	B	G
	226	243	202	268	186	15	199	235	217	281	214	283	259	285	209	287	219	284	210	205	209	288	209
	D	+	+	+	J	+	+	+	+	A	J	+	C	+	+	+	C	C	+	+	F	J	C
NUMBER CORRECT	0	5	3	5	1	4	5	4	4	0	0	5	1	5	1	4	0	0	5	2	0	1	0

INDIVIDUAL STUDENT REPORT FORM

WORD RELATIONSHIPS ← G

RAW SCORE: 23 STANDARD SCORE: 47 PERCENT BELOW: 52

DATE OF TESTING: 10/73 CHRONOLOGICAL AGE: 9-11

COMMENTS: ← H

FIGURE 1: THE INDIVIDUAL STUDENT REPORT FORM

As can be seen in FIGURE 1, Section A at the top of the report contains identification information, including the pupil name, teacher name, school building, and school district. Immediately below this is the mathematics section of the report. The method of reporting is the same for mathematics and reading.

The numbers assigned to each mathematics and reading objective appear in Section B. A brief description of each of the objectives appears in Section C immediately below the objective number on the slanted lines. These brief descriptions are designed to help the educator remember the complete wording of the objectives, which can be found in Appendix A or the booklets of minimal performance objectives which have been sent to each district in the state.

Section D shows the "OBJECTIVE ATTAINED?" line. This indicates whether or not the student attained each objective. If the student has attained the objective, there is a capital letter Y (for YES) in the box. If the student has not attained the objective, there is a capital N (for NO) in the box. The student must correctly answer four or more of the five test items that measure each objective in order to attain the objective.

Section E shows the test item numbers that measure each objective and whether the student's responses were correct or incorrect for each item. A correct response is indicated with a plus (+) sign. An incorrect response is shown by a letter indicating the student's incorrect choice. An asterisk (*) is used to indicate that the student did not respond to an item.

Section F shows the total number of items the student correctly answered for each objective.

The Reading portion of the report (Section I) contains similar types of information as the Mathematics portion. Both sections indicate how each test item for each objective was answered and whether the student attained each objective. Inasmuch as the mathematics and reading tests are not designed to rank students on overall achievement, total scores and percentile ranks are not given.

Section G, in the lower right-hand corner of the report, contains the Word Relationships scores.

Because the Word Relationships test is norm-referenced and designed to rank students on developed verbal ability, total scores (not individual item responses) are provided. The student's raw score and standard score, as well as percent below, are given. The percent below score indicates the percentage of fourth or seventh graders tested in January, 1973 scoring below the individual student's standard score. The January, 1973 score distribution was used in the 1973-74 program to facilitate prompt return of the assessment reports to local districts.

The "COMMENTS" section of the Individual Student Report, Section H, is for the convenience of educators who receive and use the report. It can be used to make notations regarding the student's performance and to note highlights of the test report.

Classroom Listing Report

The Classroom Listing Report is used to summarize the information contained on the Individual Student Report for an entire classroom. An example of the Classroom Listing Report for grade 4 mathematics is shown in FIGURE 2. Similar reports will be provided for the reading objectives. Essentially, the "OBJECTIVE ATTAINED?" line from all of the Individual Student Reports for a classroom are repeated in this report. The Classroom Listing Report allows the local educator to quickly examine the status of all students in the classroom on each mathematics and reading objective.

A → TEACHER: MR JONES
SCHOOL: MIDDLE ELEM

DISTRICT: ANYTOWN
GRADE: FOUR
DATE TESTED: 10/73

CLASSROOM LISTING REPORT FORM

MICHIGAN EDUCATIONAL ASSESSMENT PROGRAM 1973-74 (YEAR 5)

GRADE **4**

READING

B → OBJECTIVE NO.

C → OBJECTIVE DESCRIPTION

STUDENT NAME	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
D → ANDERSON ROBERT A	Y	Y	Y	Y	N	Y	Y	N	Y	Y	Y	N	N	Y	N	N	Y	Y	Y	Y	Y	Y	Y
AVERY STEVE K	N	Y	Y	Y	Y	Y	N	N	Y	Y	Y	N	N	Y	Y	N	N	Y	Y	Y	N	Y	Y
BALL GARY C	N	Y	Y	Y	Y	Y	N	N	Y	Y	N	N	Y	Y	Y	N	Y	Y	N	Y	Y	Y	Y
BOND EDITH P	Y	N	Y	N	Y	Y	Y	Y	Y	N	N	Y	N	Y	N	N	Y	Y	N	Y	Y	Y	Y
CARPENTER CHARLE A	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	N	Y
DIXON SUSAN B	Y	N	N	N	N	Y	Y	N	Y	N	Y	N	Y	Y	N	N	N	N	N	N	N	Y	N
FISHER DAVID G	Y	N	Y	Y	Y	N	Y	N	N	N	N	N	Y	Y	Y	N	Y	Y	N	N	N	N	N
GOODRICH CAROLE M	Y	Y	Y	Y	Y	Y	Y	N	Y	N	Y	N	Y	Y	Y	N	Y	Y	N	Y	Y	Y	N
HAYES DALE R	N	N	N	N	Y	N	Y	N	Y	N	Y	N	N	Y	N	N	Y	Y	N	N	N	Y	N
JONES CALVIN P	Y	Y	Y	Y	N	Y	Y	N	Y	N	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y
LORENZ JUAN R	Y	Y	Y	Y	Y	Y	Y	N	Y	N	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
MINOR THOMAS P	N	Y	Y	N	N	Y	N	N	Y	N	Y	N	Y	Y	N	Y	N	N	N	Y	Y	N	Y
OEHLER DONNA S	Y	N	Y	Y	N	N	Y	N	Y	N	Y	N	Y	Y	N	N	N	N	Y	Y	Y	N	N
PECK CHRIS R	N	N	N	N	Y	N	N	N	N	N	Y	N	N	Y	N	N	N	Y	N	Y	Y	N	N
ROGERS PHILLI A	Y	Y	Y	Y	N	Y	Y	N	Y	N	Y	N	Y	Y	Y	Y	N	Y	Y	N	N	Y	Y
SANTOS ANITA P	Y	Y	Y	Y	N	Y	N	N	N	N	Y	N	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y
SCHROCK KEITH L	N	N	N	Y	N	N	N	N	N	N	Y	N	Y	Y	Y	N	Y	N	N	N	N	Y	N
SHALLA GAIL Q	Y	Y	N	Y	Y	Y	Y	Y	Y	N	Y	N	Y	Y	Y	Y	Y	N	Y	N	N	N	Y
SMOLEK BARB M	Y	N	Y	Y	N	Y	Y	Y	Y	Y	N	Y	N	N	Y	Y	Y	Y	Y	N	Y	Y	Y
ZOLNOSKY RALPH Q	Y	Y	Y	N	Y	Y	Y	N	Y	Y	Y	Y	Y	N	N	Y	N	Y	Y	Y	Y	Y	N
E → PERCENT OF PUPILS ATTAINING OBJECTIVE	70	60	70	70	50	60	85	20	70	20	75	95	60	40	70	65	60	70	60	70	65	75	70

FIGURE 2: THE CLASSROOM LISTING REPORT FORM

Section A of the report contains the identification information: teacher name, school building, and school district. Section B contains the objective number. The same objective number used on the Individual Student Report appears on this report. The objective descriptions shown in Section C of this report are identical to those used on the Individual Student Report.

Section D contains the information on each student in the classroom by objective. Each student's name is printed in the left-hand column and his status on each objective is printed on the line across from his name. Again, attained objectives are indicated with a capital letter Y (for YES), and objectives not attained are indicated with a capital N (for NO).

Section E, typed at the bottom of the list of students, shows the percent of students in the classroom who have attained each of the objectives. This will allow local educators to quickly assess the status of the entire classroom on each objective. By summarizing each student's status on each objective on one sheet, this report also allows the educator to readily determine which students need additional help to attain certain performance objectives.

Classroom, School, and District Summary Form

The Classroom, School, and District Summary Form is used to report summaries of the assessment data at three levels: for each classroom, school, and school district. For purposes of this discussion, only the classroom version of this report form is illustrated and explained.

An example of the first page of this two-page report is shown in FIGURE 3. The second page is a continuation of the information provided on the first page. As with the other reports, each major section of this facsimile is marked with a letter for purposes of explanation.

FIGURE 3: THE CLASSROOM, SCHOOL, AND DISTRICT SUMMARY FORM

MICHIGAN EDUCATIONAL ASSESSMENT PROGRAM 1973-74 (YEAR 5)

CLASSROOM SUMMARY FOR MR ANDERSON

DISTRICT: ANYTOWN
CODE: 55-345

A → SCHOOL: CENTRAL ELEM
CODE: 1120

GRADE: FOUR

DATE TESTED: 10/73

CLASSROOM, SCHOOL AND DISTRICT SUMMARY FORM

WORD RELATIONSHIPS

STAND SCORE INTERVAL	FREQUENCY	PERCENT IN INTERVAL
70-74	0	0
65-69	1	3
60-64	0	0
50-54	2	6
55-59	4	12
45-49	7	21
40-44	6	18
35-39	4	12
30-34	3	18
25-29	3	9
20-24	2	6
15-19	1	3
33	NUMBER OF PUPILS	

THIS SPACE IS USED TO REPORT HUMAN AND FINANCIAL RESOURCE INFORMATION ON THE SCHOOL AND DISTRICT SUMMARIES. BECAUSE THIS INFORMATION IS NOT COLLECTED AT THE INDIVIDUAL CLASSROOM LEVEL, THERE IS NO RESOURCE INFORMATION AVAILABLE FOR THE CLASSROOM SUMMARY. ← I

H

PERCENT OF STUDENTS ANSWERING						% PUPILS ATTEMPTING OBJECTIVE	NUMBER OF PUPILS	OBJ NO.	OBJECTIVE	OBJECTIVE CODE
									****** MATHEMATICS ******	
6	9	15	27	33	9	42	33	1	INDICATE OBJECTS THAT ARE SAME SIZE	AR-I-A-6
0	3	0	12	45	39	84	33	3	INDICATE OBJECTS ARRANGED FULL TO EMPTY	AR-I-A-16
0	0	0	3	15	81	96	33	5	INDICATE FIRST AND LAST	AR-I-A-40
3	0	0	12	45	39	84	33	7	CHOOSE SETS HAVING FEWER NUMBERS	AR-I-B-32 ← G
48	18	12	9	6	6	12	33	9	CHOOSE GREATEST AND LEAST NUMBER	AR-I-B-43
0	3	0	12	45	39	84	33	11	CHOOSE NUMBER BEFORE OR AFTER A NUMBER	AR-I-B-45
0	0	0	3	15	81	96	33	13	INDICATE NUMBER BEFORE OR AFTER NUMBER WITHIN A DECADE	AR-I-B-65
3	0	0	12	45	39	84	33	15	INDICATE THE VALUES OF A SET OF DIMES AND PENNIES	AR-I-B-70
48	18	12	9	6	6	12	33	17	CHOOSE LIST OF NUMBERS IN ASCENDING ORDER	AR-I-B-81
6	9	15	27	33	9	42	33	19	INDICATE NEXT NUMBER IN A SEQUENCE	AR-I-B-84
0	3	0	12	45	39	84	33	21	SELECT SET WITH TWICE AS MANY NUMBERS AS ANOTHER	AR-I-B-86
0	0	0	3	15	81	96	33	23	IDENTIFY OPERATION AND SUM OR DIFFERENCE / NO BORROWING	AR-II-B-6
3	0	0	12	45	39	84	33	25	NUMBER SENTENCES / ADDITION OR SUBTRACTION-IDENTIFY OPERATION	AR-II-B-11
48	18	12	9	6	6	12	33	27	SUBTRACT ONE-DIGIT FROM TWO-DIGIT NUMBER / NO BORROWING	AR-II-B-15

B → C → D → E → F →

Section A of the report contains the necessary identification information: the type of report (whether a classroom, school, or district summary), the five-digit district code, the four-digit school code, and the grade tested.

Section B shows the percent of students who correctly responded to 0, 1, 2, 3, 4, or 5 items for each of the objectives. This frequency distribution shows how close students who did not attain the objective came to attaining it.

Section C of the report shows the percentage of pupils who attained each objective. This figure is identical to the percentage given in Part E of the Classroom Listing Report. Section D shows the total number of students tested in the classroom. Sections E and F contain the same objective numbers and descriptions as given on the Individual Student Report and Classroom Listing Report.

The objective codes given in Section G refer to the coding system used in the complete set of mathematics and reading objectives distributed to each Michigan school district.

Section H contains a summary of the Word Relationships scores for the classroom. This summary contains a distribution of standard scores on the test which shows the number and percent of students' scores falling in each score interval. The total number of students who took the Word Relationships test is also provided. Section I is used to present data on district and school human and financial resources. Because this information is not collected at the classroom level, no resource information is available for the Classroom Summary. This space will be left blank on the classroom reports.

SECTION THREE

INTERPRETATION OF THE INDIVIDUAL STUDENT AND CLASSROOM REPORTS

The previous section of this report described each of the report forms to be provided to local educators. The purpose of this section is to aid the local educator in interpreting the three reports together in order to determine individual student and classroom educational needs. Educators should consider these suggestions for interpretation in light of the cautions that are given in the fourth section of this report.

It is important to consider in interpreting these test results that only certain minimal performance objectives which all students in the state should have attained by the end of third or sixth grade were measured in the 1973-74 program. These reports were designed to help local educators identify which students have not attained particular objectives. In addition, they can suggest certain instructional strategies to educators for help needed by individual students and groups of students.

For example, by examining the Classroom Listing Report, the educator can quickly determine two things. First, this report shows the percentage of students who attained each objective. Second, it shows which students have, and which have not, attained each objective. The first type of information shows the extent of need in the classroom. This may suggest, if the percentage of attainment is low, that a majority of students need help in this area, and large group instruction may be appropriate. But if the percentage is high (that is, most of the students have attained the objective), the additional help might most appropriately be in the form of individual attention or small group instruction. The listing of which students have and have not attained each objective will help the educator determine which students need the additional assistance.

The Classroom Summary Report may help to show trends and patterns. Students who answered three out of five test items correctly are closer to attaining the objective than those who miss all of the items. It is possible that a single, fundamental concept contained in one test item is all that prevents

students from attaining an objective. This can be determined by referring to the Individual Student Reports and a copy of the appropriate test booklet to determine if many students are missing the same test item.

In addition, if students who did not attain the objective missed most of the test items measuring that objective, it may suggest that these students will need greater amounts of additional assistance than those students who correctly answered three out of five test items.

The Individual Student Reports, because they contain so much information on each student, should be consulted mainly after the other two reports have been examined. By using the other two reports first, educators will be able to determine which students need additional help; and, second, they may be able to pinpoint specific areas in which students need additional help by examining the appropriate Individual Student Reports.

It is also important for the staff of each school and school district to consider the educational needs of students in the entire school or the entire school district by examining not only the individual student and classroom reports, but the school and school district summaries as well. It is possible that the same trends exist in many classrooms. This would suggest that local educators should examine the curriculum to determine when appropriate instruction should occur and whether additional resources are needed.

In summary, the Michigan Educational Assessment Program is providing local educators with considerable information concerning the achievement of certain basic skills by students. The educational assessment information will help educators examine local efforts and suggest possible questions which educators and other citizens need to consider. Assistance in this examination of local efforts is one of the primary goals of the 1973-74 Michigan Educational Assessment Program.

SECTION FOUR

PRECAUTIONS IN INTERPRETING STUDENT AND CLASSROOM RESULTS

This section presents some precautions which educators should observe when interpreting the results contained in the three types of reports.

The Performance Objectives Are Minimal Objectives

The performance objectives included in the assessment tests are minimal objectives. That is, these objectives cover some of the skills which all fourth or seventh grade students should possess. They do not cover the entire range of what educators would consider important for many or even some students to know in mathematics and reading at the beginning of fourth or seventh grade. Some students will know considerably more in these areas than is measured by these tests. In addition, local school districts may have other important objectives which are unique to the local district.

Objectives Tested Are a Sample of the Complete Set of Objectives

Because tests designed to measure the complete sets of minimal objectives in mathematics and reading would be prohibitively long, samples of the complete sets of objectives were chosen to measure this year. There are other important objectives which were not measured, so educators cannot say that students have attained all of the minimal objectives in these areas just because students have attained all of the objectives contained in the sample measured this year. Additional follow-up assessment efforts will be needed at the local level even to cover the entire set of mathematics and reading performance objectives and the additional performance objectives adopted by the local district.

Criterion Levels Are Preset

The criterion level for attainment of each objective was set by the Department at four out of five test items. Despite this high criterion level, it is still possible for a small percentage of students to attain some objectives by guessing, since multiple-choice questions were used. For some objectives, the criterion level may be too high or too low. It is important that local educators consider this factor

when interpreting their assessment results.

Review Objectives and Test Items Carefully

The performance objectives measured in this year's educational assessment program represent a consensus of many people concerning the minimal skills every fourth or seventh grader should possess. It is possible, however, that a few of the performance objectives have been incorrectly placed for fourth or seventh graders.

In addition, a few of the test items which measure the performance objectives may be less than optimal measures of the objectives. Although an extensive validation procedure was used to eliminate poor items and inappropriate objectives, it is possible that some poor items and inappropriate objectives were not eliminated in that process. Local educators should be particularly careful when examining their results to review the objectives for appropriateness and the test items for soundness.

Who Is Responsible for Educational Needs Discovered?

The purpose of the objective-referenced tests in mathematics and reading is to pinpoint specific educational needs of students. In attempting to establish the reason why educational needs do exist, educators should refrain from placing blame on certain teachers. It is not the purpose of the objective-referenced tests to fault or blame particular teachers, but to encourage all of those involved in education (teachers, counselors, administrators, curriculum specialists, board members, parents, students, and others) to examine the results to determine how the entire system can better meet the needs of all students. Because the objectives used this year cover a range of several grades (depending on the pace at which students learn), it is not appropriate to assume that one particular teacher is responsible for teaching those skills. This underscores the need for an examination of the assessment results by representative groups of persons concerned with education.

APPENDIX A

MATHEMATICS AND READING OBJECTIVES MEASURED IN THE 1973-74 MICHIGAN EDUCATIONAL ASSESSMENT PROGRAM GRADES 4 AND 7

MATHEMATICS OBJECTIVES

Grade 4*

	Objective Number	
1.	AR-I-A-6	Given a set of objects, the learner will recognize objects that are the same size.
2.	AR-I-A-8	Given an object shaped like a circle, triangle, square, or rectangle, the learner will choose the shape the object represents.
3.	AR-I-A-16	Given a set of three containers, one full, one empty, and one half-filled, the learner will choose the containers that are arranged from full to empty.
4.	AR-I-A-24	Given a collection of five objects of varying lengths, the learner will identify the longest or the shortest, as requested.
5.	AR-I-A-39	Given five small toys in a line, the learner will identify the first toy and the last one.
6.	AR-I-B-7	Given a set with less than ten objects, the learner will identify an equivalent set.
7.	AR-I-B-32	Given a set of two to eight objects, the learner will identify a set having fewer members than the original set.
8.	AR-I-B-40	Given a line marked with congruent segments and a set of number cards (0—10), the learner will choose the appropriate number card for the point on the line.
9.	AR-I-B-43	Given any three numbers, 0—10, the learner will identify which number is the greatest and which is the least, on request.
10.	AR-I-B-44	Given two consecutive even or odd numbers, 0—9, the learner will name the number that comes between the two given numbers.
11.	AR-I-B-45	Given a number from 1 to 8, the learner will identify the number that comes before or after the given number.
12.	AR-I-64	Given a set of tens and ones representing a number less than 100, the learner will identify the numeral.
13.	AR-I-B-65	Given a set of sequentially ordered whole numbers within a decade less than 100, such as 31, 32, . . . 40, the learner will identify the number that comes immediately before or after a given number, as requested.
14.	AR-I-B-67	Given 2 two-digit numbers, the learner will tell which number is greater and which number is less.

* This list represents all of the objectives that will be assessed in the 1973-74 Program. Other important objectives not assessed are available in the **Minimal Performance Objectives for Mathematics in Michigan**, Michigan Department of Education, 1973. This version of these objectives was used in the development of the assessment measures. Because of the group-administered nature of these measures, minor wording changes were made in the objectives. Educators should refer to the complete set of objectives for the original wording of these objectives.

15. AR-I-B-70 Given a set of dimes and pennies valued between 11 and 99 cents (one dime, one penny to nine dimes, nine pennies), the learner will state the value.

16. AR-I-B-79 Given any three-digit number, the learner will write expanded notation to 1,000, first by using place value words and then by using numerals.

17. AR-I-B-81 Given a random list of two- and three-digit numbers, the learner will identify the list that is in ascending order.

18. AR-I-B-82 Given 2 three-digit numbers which have the same digits but in different positions, the learner will compare them to determine which is greater and which is less.

19. AR-I-B-84 Given a counting sequence of two or four numbers, the learner will write the next number in the sequence.

20. AR-I-B-85 Given the counting numbers 1—10, the learner will indicate those that are multiples of 2.

21. AR-I-B-86 Given a set of objects, the learner will select another set that will have twice as many objects.

22. AR-II-A-10 Given addition exercises involving a two-digit number plus a one-digit number requiring no regrouping (carrying), the learner will find the sums with or without the use of aids.

23. AR-II-B-6 Given a word problem read by the teacher, involving addition or subtraction combinations to 10, the learner will identify the operation and the sum of difference.

24. AR-II-B-9 Given a set of objects or pictures showing a subtraction relationship with combinations to 18, the learner will identify an appropriate number sentence.

25. AR-II-B-11 Given a subtraction word problem read by the teacher involving combinations to 18, the learner will: (1) identify the operation, (2) identify an appropriate number sentence, and (3) identify the answer.

26. AR-II-B-13 Given two sets of objects, one with more objects than the other, the learner will identify how many more members it has.

27. AR-II-B-15 Given a two-digit number, the learner will subtract one-digit numbers with no regrouping (borrowing) with or without the use of aids.

28. AR-II-B-16 Given a two-digit number, the learner will subtract a two-digit number with no regrouping (borrowing).

29. AR-III-D-1 Given groups of less than 13 objects and a statement (½ of , ¼ of), the learner will identify the group that shows the appropriate fractional part of the whole.

30. M-I-A-5 Given rulers specially scaled in inches and half-inches, the learner will identify the measurement of objects to the nearest inch.

31. M-II-A-6 Given the reading " o'clock" and a clock face, the learner will identify the clock showing the appropriate time.

32. M-II-B-3 Given three to five different amounts of money, all less than or equal to $5.00, the learner will identify the greatest or the least.

33. M-II-C-1 Given a Fahrenheit or Centigrade thermometer, the learner will identify the temperature (above zero) to the nearest degree.

34. G-I-A-2 Given pictures of various shapes, the learner will identify circles, triangles, squares, and rectangles as requested.

35. AL-1 Given a statement of equality involving addition or subtraction facts and a placeholder for the sum or difference, the learner will supply the sum or difference.

MATHEMATICS OBJECTIVES

Grade 7

Objective Number		
1.	AR-I-B-87	Given any four-digit number, the learner will identify the number that is 100 or 1000 more or less than it is, without using formal addition or subtraction.
2.	AR-I-B-89	Given a number orally, the learner will identify the arabic numeral.
3.	AR-II-A-22	Given addition exercises involving a three-digit number plus a one-, two-, or three-digit addend, with or without regrouping (carrying), the learner will identify the sums, using any technique.
4.	AR-II-A-26	Given addition problems involving two or three addends with three, four, five, or six digits, with or without regrouping, the learner will find the sums, using any techniques.
5.	AR-II-B-20	Given a three-digit number, the learner will subtract a two- or three-digit number, with or without the use of aids.
6.	AR-II-C-6	Given a repeated addition sentence, the learner will represent it as a multiplication sentence with its product.
7.	AR-II-C-11	Given two numbers, the learner will demonstrate that the order in which they are multiplied does not change the product.
8.	AR-II-C-13	Given a one-digit number (10, 20 . . .), (100, 200 . . .), the learner will state the product.
9.	AR-II-C-15	Given a two-digit number to be multiplied by a one-digit number, the learner will identify the product, with or without aids.
10.	AR-II-D-5	Given a sentence with one single digit, a missing factor, and a product (whole numbers), the learner will identify the missing factor.
11.	AR-II-D-7	Given a division fact, the learner will identify it rewritten as a multiplication fact.
12.	AR-II-D-9	Given a one-digit divisor (factor) and a dividend (product) of less than 100, the learner will identify the quotient (missing factor) if there is no remainder.
13.	AR-II-D-15	Given an exercise with a dividend of four digits or less, and a one-digit divisor, the learner will identify the quotient.
14.	AR-III-A-1	Given several objects, some divided into congruent parts, some divided into noncongruent parts, the learner will identify congruent parts.
15.	AR-III-A-18	Given a diagram divided into congruent parts, with some parts shaded, the learner will identify the shaded area by identifying an appropriate fraction.
16.	AR-III-A-19	Given any five fractions with like denominators, in random order, the learner will identify them in order (halves, thirds, fourths, fifths, sixths, eighths, tenths); with or without the use of aids.

17. AR-III-B-4 Given two common fractions with like denominators and a sum greater than 1, the learner will identify the sum, with or without the use of fractional cut-out parts.

18. AR-III-B-7 Given two mixed numbers with like denominators, the learner will write the sum.

19. AR-III-C-4 Given a mixed number and a fraction with like denominators of 2, 3, 4, 6, or 8, where no regrouping is necessary, the learner will find the difference.

20. AR-III-C-6 Given a whole number and a common fraction with a denominator of 2, 3, 4, 6, or 8, the learner will find the difference with or without the use of fractional parts.

21. AR-III-D-4 Given two unit fractions with denominators less than seven, the learner will compute the product with or without the use of a model.

22. AR-IV-A-3 Given a model of a fraction illustrating hundredths, the learner will identify the decimal fraction as illustrated.

23. AR-IV-A-7 Given a decimal fraction of no more than three places, the learner will name the place value of each digit, without aids.

24. AR-IV-B-3 Given a verbal problem involving addition and subtraction of decimal numbers involving only tenths, the learner will find the answer.

25. AR-IV-B-6 Given a verbal problem involving addition and subtraction of decimal numbers involving tenths and hundredths, the learner will find the answer.

26. AR-IV-B-9 Given an addition and subtraction decimal problem in horizontal or vertical form with no more than five (5) digits and no more than three (3) decimal places, the learner will find the sum or difference.

27. AR-VI-15 Given a picture of sets paired in (A) a one-to-one, (B) a many-to-one, or (C) a one-to-many ratio and part of another pair, the learner will identify the pair that keeps the ratio equivalent.

28. M-I-A-10 Given rulers specially scaled in quarter inches or eighth inches, the learner will measure objects to the nearest quarter unit.

29. M-I-B-8 Given a polygon, the learner will estimate its area in square units.

30. M-I-C-7 Given a drawing of a rectangular solid divided into units (dimension less than or equal to 5 units), the learner will name the number of units in it.

31. M-II-A-10 Given a clock face with hands on it, the learner will choose the correct time notation.

32. M-II-A-11 The learner will use A.M. and P.M. notation in writing time.

33. M-II-B-7 Given two money values, the learner will add or subtract using dollars and cents notation.

34. M-II-B-8 Given two money values, the learner will choose the approximate sum or difference to the nearest dollar or ten cents.

35. M-II-B-9 Given verbal problems consisting of one or two operations involving money values less than or equal to $20, the learner will solve the problems.

36. M-II-C-3 Given a Fahrenheit or Centigrade thermometer, the learner will identify temperatures to the nearest degree, using the degree [°] symbol.

37. G-I-A-4 Given a set of quadrilaterals, the learner will identify and name a parallelogram, a square, and a rectangle.

38. G-I-B-3 Given models of lines or line segments, some of which are parallel, intersecting, and perpendicular, the learner will identify and name each.

39. G-I-B-5 Given the description of a plane, and a part of a plane, the learner will identify surfaces which represent a plane or part of a plane.

40. AL-2 Given a statement of equality involving addition, subtraction, or multiplication facts and containing a placeholder or letter, the learner will identify the missing number.

41. AL-4 Given a pair of whole numbers or number phrases less than 1,000, the learner will identify the appropriate symbol of equality or inequality, < or = or >.

42. AL-5 Given an equation involving one or zero, the learner will complete the sentence.

43. AL-7 Given a numerical statement involving the distributive property and a placeholder, the learner will insert the missing value.

44. AL-10 Given a verbal exercise involving a number in a single operation, the learner will write a related algebraic expression.

45. P-9 Given a coordinate system using whole numbers and/or letters and given 3 pairs of coordinates, the learner will locate the points.

READING OBJECTIVES

Grade 4*

	Objective Number	
1.	2.1	Given a reading selection at the third grade level, the learner will match a series of words in the selection with appropriate definitions.
2.	2.2	Given a set of phrases, the student will indicate those phrases which have the same meaning.
3.	3.1	Given a reading selection at the third grade level, the learner will answer multiple choice questions with words and/or phrases extracted from that selection.
4.	3.2	Given a reading selection at the third grade level in which every fifth word has been replaced with a blank, the learner will choose the exact word appropriate to the blank space at 50% accuracy.
5.	4.1	Given a method of arranging data, the learner will identify the method (e.g., color, size, importance, time, etc.).
6.	4.4	Given a series of randomly placed words, the student will be able to alphabetize the words through the first three letters.
7.	5.1	Given a series of reading selections, the learner will indicate those which are factual.
8.	5.2	Given a series of reading selections, the learner will indicate those which are fictional.
9.	6.1-6.3	Given a reading selection, the learner will be able to identify the author's purpose (e.g., persuasion, entertainment, propaganda, etc.).
10.	7.1	Given a reading selection at the third grade level, the learner will select from a list of possible titles the one most appropriate as the title for that selection.
11.	7.2	Given a reading selection at the third grade level, the learner will select from a series of still pictures the one picture most appropriate in depicting the main idea of the selection.
12.	7.3	Given a reading selection at the third grade level, the learner will select from a number of short summaries the one which best summarizes the selection.
13.	8.4	Given a reading selection at the third grade level, the learner will match a series of direct quotations from the story with the character who is speaking.
14.	9.3	Given a reading selection at the third grade level, the learner will correctly answer a series of multiple choice questions relating to the sequence of events or ideas presented in the selection.

* This list represents all of the reading objectives that will be assessed in the 1973-74 program. Other important objectives not covered in these tests are available in the list of Communication Skills Performance Objectives available from the Michigan Department of Education.

15. 10.2 Given three or more selections at the third grade level, the learner will choose the two most alike in the mood expressed.

16. 10.3 Given a reading selection at the third grade level, the learner will choose from a series of sentences that sentence which best describes how a given character feels in a story.

17. 10.6 Given a selection containing figurative language, the learner will identify the definition of that phrase.

18. 11.1 Given a reading selection at the third grade level, the learner will correctly match a series of causes with a corresponding series of effects.

19. 11.2 Given a reading selection at the third grade level with the conclusion of the story deleted, the learner will select from a series of possible conclusions the one most appropriate to the selection.

20. 13.1 Given a locational question, the learner will choose from a series of reference sources where that item will be found.

21. 13.2 Given a locational question about newspapers, the learner will select the section where he would find the answer.

22. 14.1-14.3 Given a reading selection at the third grade level, the learner will answer correctly a series of multiple choice questions relating to meanings, generalizations, or conclusions not expressed in the selection itself.

23. * Given a reading selection at the third grade level, the learner will correctly answer a series of multiple choice questions relating to motivation.

* This objective was omitted from the reading performance objectives after the deadline established for test development.

READING OBJECTIVES

Grade 7

	Objective Number	
1.	18.1	Given a reading selection at the sixth grade level, the learner will match a series of words in the selections with appropriate definitions.
2.	18.2	Given a set of phrases, the student will indicate those phrases which have the same meaning.
3.	19.1	Given a reading selection at the sixth grade level in which every fifth word has been replaced with a blank, the learner will choose the exact word appropriate to the blank space at 50% accuracy.
4.	19.2	Given a reading selection at the sixth grade level, the learner will answer multiple choice questions with words and/or phrases extracted from that selection.
5.	20.1	Given a method of arranging data, the learner will identify the method (e.g., color, size, importance, time, etc.).
6.	21.1	Given a series of randomly placed words, the student will be able to alphabetize the words through the first three letters.
7.	22.1	Given a series of reading selections, the learner will indicate those which are factual.
8.	22.2	Given a series of reading selections, the learner will indicate those which are fictional.
9.	23.1-23.3	Given a reading selection, the learner will be able to identify the author's purpose (e.g., persuasion, entertainment, propaganda, etc.).
10.	24.1	Given a reading selection at the sixth grade level, the learner will select from a list of possible titles the one most appropriate as the title for that selection.
11.	24.2	Given a reading selection at the sixth grade level, the learner will select from a series of still pictures the one picture most appropriate in depicting the main idea of the selection.
12.	24.3	Given a reading selection at the sixth grade level, the learner will select from a number of short summaries the one which best summarizes the selection.
13.	24.4	Given a series of three or more reading selections at the sixth grade level, the learner will choose the two most alike in the ideas expressed.
14.	25.3	Given a reading selection at the sixth grade level, the learner will match a series of direct quotations from the story with the character who is speaking.
15.	26.3	Given a reading selection at the sixth grade level, the learner will correctly answer a series of multiple choice questions relating to the sequence of events or ideas presented in the selection.
16.	27.2	Given a reading selection at the sixth grade level, the learner will choose from a series of sentences that sentence which best describes how a given character feels in a story.

17. 28.1 Given a reading selection at the sixth grade level, the learner will correctly answer a series of multiple choice questions relating to motivation.

18. 29.1 Given a reading selection at the sixth grade level, the learner will correctly match a series of causes with a corresponding series of effects.

19. 29.5 Given a reading selection at the sixth grade level, the learner will answer correctly a series of multiple choice questions relating to meanings, generalizations, or conclusions not expressed in the selection itself.

20. 30.2 Given three or more selections at the sixth grade level, the learner will choose the two most alike in the mood expressed.

21. 31.1 Given a locational question, the learner will choose from a series of reference sources where that item will be found.

22. 31.2 Given a locational question about newspapers, the learner will select the section where he would find the answer.

23. 32.1 Given a reading selection at the sixth grade level with the conclusion of the story deleted, the learner will select from a series of possible conclusions the one most appropriate to the selection.